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ABSTRACT

This project report outlines the objectives and achievements of Miami-Dade Community College-North Campus's (MDCC-N) involvement in the Urban Community Colleges Transfer Opportunity Program (UCCTOP). As the first section of the report indicates, the objectives of the project were to: (1) identify the competencies necessary for a successful transfer experience; (2) develop a feedback mechanism that allows for the continuous reassessment of a transferring student preparation program; (3) identify problems transferring students encounter when pursuing upper division studies; (4) remediate transfer problems by formulating appropriate strategies to better prepare these students; (5) reinforce and expand current activities and programs identified as beneficial; (6) create specific instructional modules that provide relevant information and develop skills needed by transferring students; (7) incorporate the modules within the Challenge Center curriculum; (8) design a system to ensure continuity of service from students' pre-entry at MDCC through their transition and adjustment to upper division studies; and (9) build upon and strengthen the university liaison system. Next, the achievements of the project are specified in relation to each objective. The final section identifies areas in which the changes brought about through the UCCTOP program have been institutionalized. Attachments include DACUM (Designing A CurriculUM) materials, a transfer student questionnaire, survey data, and a brochure on a summer institute for college-bound students. (AYC)

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MIAMI-DADE COMMUNITY COLLEGE URBAN TRANSFER OPPORTUNITY PROGRAM: FORD FOUNDATION GRANT REPORT.

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MIAMI-DADE COMMUNITY COLLEGE
NORTH CAMPUS

June 1, 1984

JC 850 258

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MIAMI-DADE COMMUNITY COLLEGE
NORTH CAMPUS

FORD FOUNDATION GRANT REPORT

Miami-Dade Community College, North Campus, (MDCC-N), has been able to fulfill the purpose as well as to meet the objectives of its Ford Foundation Urban Community College Transfer Opportunity Grant through the use of a dynamic analysis process and the development of innovative programs. The purpose was to identify problems students encounter when transferring to the upper division and to provide the necessary infra-structure and support system to facilitate the smooth transition. The two-fold approach to meeting the purpose of the grant--(1) the establishment of a mechanism that provides for continuous feedback from students who have already transferred to four-year institutions and (2) the design of a dynamic and flexible program to prepare students prior to their transfer to upper division colleges and universities--is discussed in detail later in this report.

The objectives were

1. To identify competencies necessary for a successful transfer experience.
2. To develop a feedback mechanism that allows for the continuous reassessment of a transferring student preparation program.
3. To identify problems transferring students encounter when pursuing upper division studies.
4. To remediate transfer problems by formulating appropriate strategies to better prepare these students.
5. To reinforce and expand current activities and programs identified as beneficial.
6. To create specific instructional modules that provide relevant information and develop skills needed by transferring students.
7. To incorporate the modules within the Challenge Center curriculum.
8. To design a system that will ensure continuity of service from students' pre-entry at Miami-Dade Community College through their transition and adjustment to upper division studies.
9. To build upon the university liaison system and strengthen this network.

The mechanisms include the DACUM (Designing A CurriculUM) method, questionnaires, and student interviews. The programs include modules (new and updated), workshops, and a summer institute. MDCC-N also has partially met the long-term goal of this project--to institute a transfer preparation program, collegewide--through the institutionalization of changes resulting from the grant.

OBJECTIVES AND ACHIEVEMENTS

The achievements of the grant are best discussed in relation to the objectives of the original grant proposal.

Objective One: To identify competencies necessary for a successful transfer experience.

Achievement: Developing a chart displaying competencies of the successful transfer student.

Through the DACUM process, a chart containing both affective and cognitive competencies of the successful transfer student was prepared (see Attachment A). The main advantage of using the DACUM process is that the process is dynamic rather than static. The competencies identified on the original chart are subject to constant re-evaluation resulting in the revision and/or addition of competencies which best meet the needs of the student.

The chart contains nine major areas of concern for the transfer student, each supported by a group of related competencies. Upon close examination, one can readily see that each of the competencies could easily, in turn, become an area of concern supported by its own group of related competencies. For example, the competencies A-4--Develop critical thinking--and B-3--Identify and apply computation techniques--each could be the subject of its own DACUM chart.

DACUM was used in this project because it is a process by which the people who are in the best position to know the answers are asked the questions. Briefly, the process brings together ten to twelve experts who identify general areas of competence required by practitioners of their given field. In this case, the panel consisted of seven faculty, admissions, or student service representatives from the University of Florida, Florida Atlantic University, Florida State University, University of South Florida, and Florida International University. These are the institutions to which most MDCC-N students transfer. The panel also included three MDCC-N students who attended one of the institutions listed above. A DACUM consultant facilitated the three-day workshop.

Once the general areas of competence are identified, the panel focuses on one area at a time and specifies the required skills in each area. After skills for each area are identified, the panel checks each statement for explicity and accuracy. The skills statements are then arranged into a logical or learning sequence and compiled onto a chart. The major areas of concern are also arranged on the chart according to their rank of importance as identified by the panel. By identifying the broad issues plus specific competencies, the DACUM process lays the foundation for curriculum development.

Objective Two: To develop a feedback mechanism that allows for the continuous reassessment of a transferring student preparation program.

Achievement: Establishing a training program for MDCC-N personnel to become DACUM facilitators.

Five MDCC-N faculty members are currently being trained as DACUM facilitators in order to insure that the feedback from the former students and the universities to which they transfer can be properly evaluated in terms of the DACUM chart and that necessary revisions to the chart can be made. These five people will form a core to train other MDCC-N personnel in the DACUM process.

Objective Three: To identify problems transferring students encounter when pursuing upper division studies.

Achievement: Surveying former MDCC students through questionnaires and interviews to determine problems they encountered in transferring to universities.

Data relating to the preparation of MDCC students for transfer to Florida universities were obtained in two ways. The first was through the Priority Index for Curriculum Development (PICD), a questionnaire (see Attachment B) which was developed from the DACUM chart. The second was through interviews by MDCC-N personnel who visited the universities.

The PICD used 84 skills potentially necessary for success at upper division which were rated for degree of necessity and degree of acquisition at the community college. It was used to determine what learning activities are necessary during the community college years for successful transfer to the upper division. Each skill of the 84-skill inventory was given a score ranging from one (1) if the skill was marked "very necessary" and "not acquired" to six (6) if the skill was marked "not necessary" and "definitely acquired". After each skill was scored for each student in the population sample, an average score for each skill was calculated and sorted by rank order, with the highest priority given to those skills that are very necessary for success in upper division but were not acquired at the community college level.

The questionnaire was mailed to former MDCC students currently attending the University of Florida, Florida State University, University of South Florida, Florida International University, and Florida Atlantic University. The students were informed of the importance of their cooperation in a letter from MDCC President Dr. Robert McCabe (see Attachment C) and were invited to participate in the project by mailing back the questionnaires or giving them to the MDCC-N representative who would visit their campus. The student labels were obtained from each university and included students who graduated from any of MDCC's four campuses.

Of the 419 responses received from upper division students, 186 students stated that they were from North Campus and 178 were from South Campus. Forty-three were from the other two campuses.

Although questionnaires are still coming in, sufficient responses have been received to compile data for this preliminary report. The respondents' MDCC campus and transfer locations are displayed on Attachment D while their racial composition and sexual divisions are displayed on Attachment E. The total population demographics are similar in composition to the North Campus sub sample. There are differences in their responses on the Priority Index for Curriculum Development and those differences are responsible for the variance in the rank order between the Total Campus and North Campus. The following is a list of the top ten skills chosen by the Priority Index for Curriculum Development (PICD):

POPULATION SUB-SAMPLE FROM NORTH CAMPUS	TOTAL POPULATION FROM MIAMI-DADE
1. Recognize and manage stress	1. Identify and use procedures for transfer.
2. Locate and compare housing options.	2. Recognize and manage stress
3. Read with comprehension	3. Adjust to separation from family
4. Read with speed	4. Identify and apply time management
5. Read with selectivity	5. Identify and apply financial management
6. Identify and apply time management strategies	6. Read with speed
7. Adjust to separation from family	7. Read with comprehension
8. Determine priorities	8. Determine priorities
9. Set up study environment	9. Identify and apply test-taking strategies
10. Develop critical thinking	10. Perform effective note-taking techniques

These priorities will be used to determine the curriculum changes and course selection strategies needed to assure successful transfer to upper division schools. Further analysis with breakdowns by ethnic category, sex, transfer school, school type (commuter or residential), etc. is currently underway and will provide curriculum planners and administrators with an even brighter picture of the skills needed by a variety of students for successful transfer to a variety of schools.

Objective Four: To remediate transfer problems by formulating appropriate strategies for better preparation of these students. Objective Five: To reinforce and expand current activities and programs identified as beneficial. Objective Six: To create specific instructional modules that provide relevant information and develop skills needed by transferring students.

Achievement (applies to Objectives Four, Five, and Six): Developing credit modules and non-credit workshops to prepare students for transfer to upper division.

Faculty from math, English, study skills and student services developed and/or revised eleven modules which provide instruction to meet the areas of competence identified on the DACUM chart. Copies of the modules will be furnished upon request.

Objective Seven: To incorporate these modules within the Challenge Center curriculum.

Achievements: Conducting workshops utilizing the new curricular materials for Challenge Center students and training Challenge Center personnel to conduct future workshops on the modules.

The Challenge Center represents a program model designed to increase the retention and academic achievement of under-achieving minority students. Challenge Center students are selected from those who show basic skill deficiencies in at least two areas on the Comparative Guidance and Placement Test. The Center provides a structures support service network that supplements the basic academic skills development program. A curriculum was developed to (a) improve students' practical skills required for continuous academic achievement; (b) teach a process of self-evaluation that assures effective goal setting, and (c) equip students with the affective and cognitive skills necessary to adapt to a changing environment.

Workshops were conducted in Challenge Center classes utilizing modules developed for DACUM chart areas in C.-Study Skills, D.-Testing (test taking strategies, test anxiety and stress reduction), E.-Personal Development (self-assessment and self-concept), and F.-Career Exploration (academic advisement and career assessment). The workshops were originally conducted by student services personnel, many of whom were responsible for producing the specific units. These individuals, in turn, trained Challenge Center personnel so they could conduct future workshops.

Objective Eight: To design a system that will ensure continuity of service from students' pre-entry at Miami-Dade Community College through their transition and adjustment to upper division studies.

Achievement: Developing the on-going interactive orientation model which tracks students from high school through MDCC and into the university.

The literature search conducted in conjunction with the grant emphasized the necessity of involving the high schools in the transfer process because the students' preparation, or lack of preparation, greatly affects their success as transfer students. With this in mind, MDCC-N personnel designed the "Barbell Concept" (See Attachment F).

The ongoing interactive orientation program will provide instruction to achieve competence in areas identified through the DACUM process. The process involves transfer from high school to MDCC-N as well as from MDCC-N to the upper division. The DACUM process has been used to develop the summer curriculum at MDCC and can be used to provide feedback to the high schools about their academic programs.

Objective Nine: To build upon the university liaison system and strengthen this network.

Achievement: Involving university personnel in the DACUM process for active participation in the transfer process.

The transfer process in Florida is greatly facilitated by a number of mechanisms including a common calendar, a common course numbering system, an articulation agreement, the CLAST (College Level Academic Skills Test), the common university/community college entry test, and the university/community college liaison program. University personnel furnish community college personnel with counseling/advisement manuals as well as meet with community college personnel and students on a regular basis.

MDCC-N also utilizes three main support systems--AGIS, SOAP and Academic Alert--to help students prepare for the upper division. AGIS (Advisement and Graduation Information System) is a computerized program to inform students of their program and graduation status. The AGIS also includes a grid which indicates the courses required for transfer to the universities in Florida. The AGIS is updated continually after conferences with university personnel on curriculum changes. SOAP (Standards of Academic Progress) is a computerized system for monitoring students' academic progress. Students failing to maintain satisfactory progress are placed on warning, probation, suspension, or dismissal. Academic Alert is a computerized system which generates a letter to inform students of their mid-term progress. Students showing a need for assistance in any academic area receive prescriptive measures and referral information to help them achieve satisfactory grades. Through the use of these systems plus the continuing participation of university personnel in DACUM chart updating, the community college/university system of communication will be strengthened.

CHANGES IN ORIGINAL PROPOSAL

There have been no substantive changes in the program, resource allocation, and staff outlined in the original proposal. The grant activity adhered to the design upon which the grant was awarded.

INSTITUTIONALIZATION OF CHANGES

While many of the changes resulting from the grant were utilized at the North Campus, some of the innovations were adapted collegewide.

A. Workshops

Although the Challenge Center was mentioned specifically in the grant proposal as a major recipient of the modules developed through the grant, other areas are also incorporating these modules into their curriculum. The CHANGE Center (Women's Studies program) has held several workshops in reducing math anxiety and in test-taking skills. Students preparing for CLAST (College

Level Academic Skills Test--the sophomore exit exam) also participate in math anxiety and test-taking skills workshops. Student development classes have incorporated modules on study skills, personal development, career exploration, and health into their curriculum.

B. Information Skills Lab

Students enrolled in developmental reading and developmental writing courses are required to spend double contact hours in these classes. Half of these contact hours are devoted to the reading and writing skills; the other hours are spent in the information skills lab which utilizes 17 modules including many of those developed to meet the DACUM chart competencies. The lab concentrates on skills related to college survival and the world of work including critical thinking, reasoning, note-taking, organization of time, and critical reading. Developing good study and work habits is also stressed. The lab curriculum complements that of the reading and writing courses.

C. Summer Institute

The Summer Institute represents the first major collegewide impact of the grant. The North Campus model of a summer package for recent high school graduates who plan to attend any college in the Fall was adopted by all four MDCC campuses. The package for the six-weeks term includes the College Study Skills Course plus a reading, English or math course depending on the students' strengths or weaknesses (see Attachment G). There is also a special English/math package for exceptionally high achievers. The College Study Skills Course for these students includes special modules in residence hall living, term paper preparation, and the university bureaucracy in addition to the regular course curriculum. The skills which will be emphasized in all of the Institute classes were derived from the attached DACUM chart.

D. DACUM Facilitators

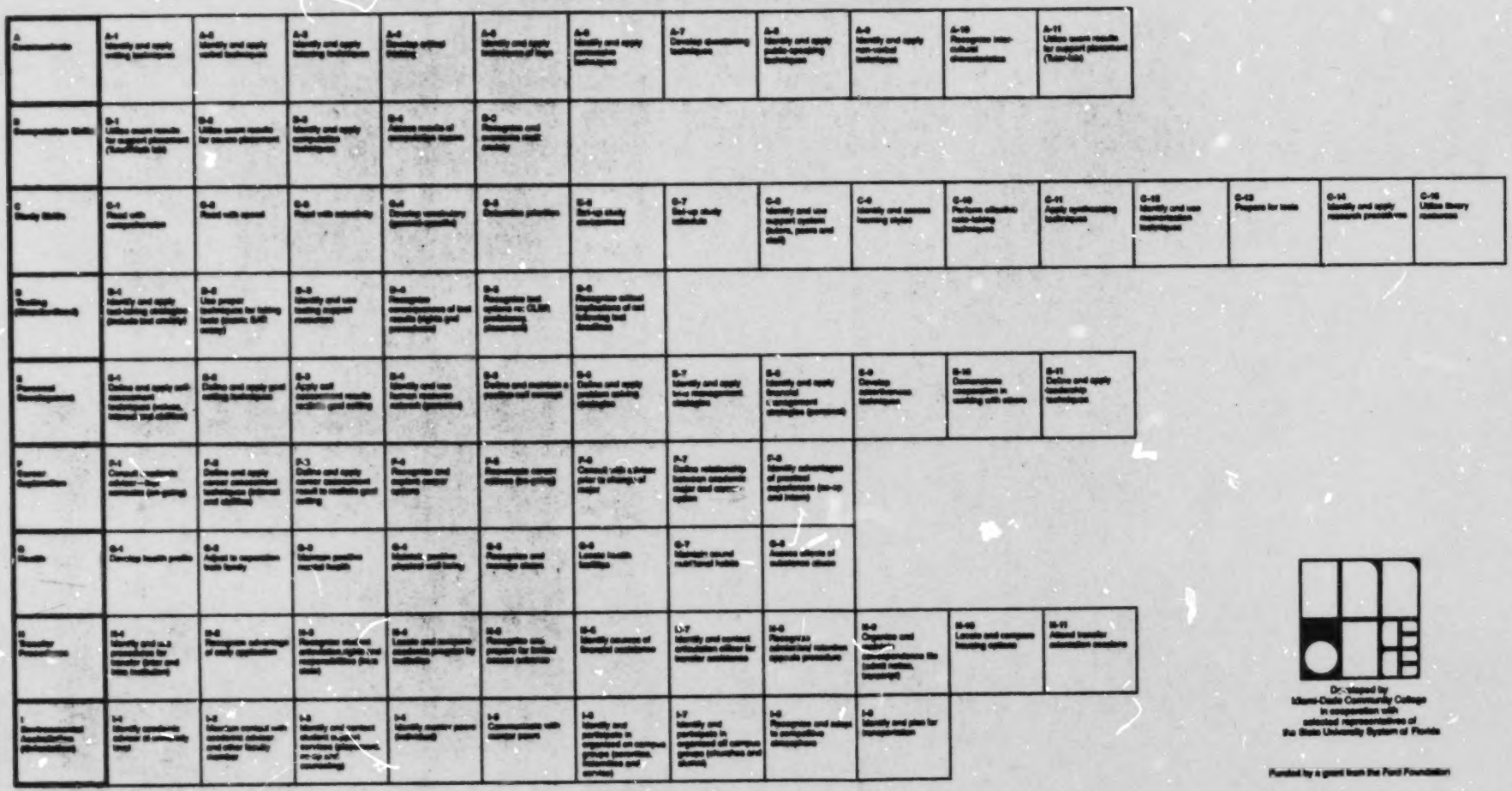
Once the core of five DACUM facilitators is fully trained, the program is scheduled to expand for the training of more DACUM facilitators on the North Campus as well as on the other three MDCC campuses. This will enable all campuses to benefit from the utilization of the DACUM process.

E. Presentations

The accomplishments of the grant have been presented to the campus and collegewide student deans councils and academic deans councils as well as to the Florida Council of Instructional Affairs and the Florida Association of Community Colleges Exemplary Practice Committee. The presentations have been very well received by all audiences partly because of the replicability of the design of the grant's products. The DACUM Chart, the modules and the Summer Institute are excellent examples of packages which can be used <u>en toto</u> by any institution of higher learning in Florida and adapted to meet the needs of any institution of higher learning anywhere in the country.

ATTACHMENT A: DACUM Chart

COMPETENCIES OF THE SUCCESSFUL COLLEGE TRANSFER STUDENT



Developed by
Miami-Dade Community College
in cooperation with
selected representatives of
the State University System of Florida

Funded by a grant from the Ford Foundation

TRANSFER STUDENT QUESTIONNAIRE

LAST NAME | FIRST NAME | MI | SOCIAL SECURITY NO.

(1) MIAMI-DADE STUDENT NO.
(Leave blank if not known)

(8) MIAMI-DADE CAMPUS ATTENDED
- ☐ North
- ☐ South
- ☐ New World Center
- ☐ Medical Center

(9) ETHNIC CATEGORY CITIZENSHIP
- ☐ American White Non-Hispanic
- ☐ American Hispanic
- ☐ American Black
- ☐ Other
- ☐ International Student

Miami-Dade Community College has begun a research project to determine what learning activities are necessary during the community college years for successful transfer to the upper division. We would like you to respond to a variety of activities by first indicating whether that activity is necessary for success in the upper division, and second, whether you acquired that skill at Miami-Dade. Your responses will assist us in evaluating our programs and improving the success of transfer students. Please circle your responses. Thank you for your time.

	Skill Necessary For Success At Upper Division			Skill Acquired at Miami-Dade Community College		
	Very Necessary	Somewhat Necessary	Not Necessary / At All	Definitely Acquired	Partially Acquired	Not Acquired At All
Communication Skills						
10. Identify and apply writing techniques	3	2	1	3	2	1
11. Identify and apply verbal techniques	3	2	1	3	2	1
12. Identify and apply listening techniques	3	2	1	3	2	1
13. Develop critical thinking	3	2	1	3	2	1
14. Identify and apply techniques of logic	3	2	1	3	2	1
15. Identify and apply persuasive techniques	3	2	1	3	2	1
16. Develop questioning techniques	3	2	1	3	2	1
17. Identify and apply public-speaking techniques	3	2	1	3	2	1
18. Identify and apply non-verbal techniques	3	2	1	3	2	1
19. Recognize inter-cultural characteristics	3	2	1	3	2	1
20. Utilize exam results for support placement	3	2	1	3	2	1
Computation Skills						
21. Utilize exam results for support placement	3	2	1	3	2	1
22. Utilize exam results for course placement	3	2	1	3	2	1
23. Identify and apply computation techniques	3	2	1	3	2	1
24. Assess results of computation exams	3	2	1	3	2	1
25. Recognize and overcome math anxiety	3	2	1	3	2	1
Study Skills						
26. Read with comprehension	3	2	1	3	2	1
27. Read with speed	3	2	1	3	2	1
28. Read with selectivity	3	2	1	3	2	1
29. Develop vocabulary	3	2	1	3	2	1
30. Determine priorities	3	2	1	3	2	1
31. Set-up study environment	3	2	1	3	2	1
32. Set-up study schedule	3	2	1	3	2	1
33. Identify and use support system	3	2	1	3	2	1
34. Identify and assess learning styles	3	2	1	3	2	1
35. Perform effective note-taking techniques	3	2	1	3	2	1
36. Apply synthesizing techniques	3	2	1	3	2	1
37. Identify and use memorization techniques	3	2	1	3	2	1
38. Prepare for tests	3	2	1	3	2	1
39. Identify and apply research procedures	3	2	1	3	2	1
40. Utilize library resources	3	2	1	3	2	1
Testing Skills						
41. Identify and apply test-taking strategies	3	2	1	3	2	1
42. Use proper techniques for taking tests	3	2	1	3	2	1
43. Identify and use testing support resources	3	2	1	3	2	1
44. Recognize consequences of test results	3	2	1	3	2	1
45. Recognize test options re: CLEP, proficiency, placement	3	2	1	3	2	1
46. Recognize critical implications of not following test deadlines	3	2	1	3	2	1

(continued on other side)

TRANSFER STUDENT QUESTIONNAIRE

(continued)

	Skill Necessary For Success At Upper Division			Skill Acquired at Miami-Dade Community College		
	Very Necessary	Somewhat Necessary	Not Necessary At All	Definitely Acquired	Partially Acquired	Not Acquired At All
Personal Development						
47. Define and apply self-assessment techniques	3	2	1	3	2	1
48. Define and apply goal setting techniques	3	2	1	3	2	1
49. Apply self assessment results realistic goal setting	3	2	1	3	2	1
50. Identify and use human resource network	3	2	1	3	2	1
51. Define and maintain a positive self concept	3	2	1	3	2	1
52. Define and apply problem solving strategies	3	2	1	3	2	1
53. Identify and apply time management strategies	3	2	1	3	2	1
54. Identify and apply financial management strategies	3	2	1	3	2	1
55. Develop assertiveness techniques	3	2	1	3	2	1
56. Demonstrate cooperation in working with others	3	2	1	3	2	1
57. Define and apply leadership techniques	3	2	1	3	2	1
Career Exploration Skills						
58. Consult academic advisor - first semester	3	2	1	3	2	1
59. Define and apply career assessment techniques	3	2	1	3	2	1
60. Define and apply career assessment result to realistic goal setting	3	2	1	3	2	1
61. Recognize and explore career options	3	2	1	3	2	1
62. Reevaluate career options	3	2	1	3	2	1
63. Consult with advisor prior to change of major	3	2	1	3	2	1
64. Define relationship between academic major and career option	3	2	1	3	2	1
65. Identify advantages of practical experience	3	2	1	3	2	1
Health Education Skills						
66. Develop health profile	3	2	1	3	2	1
67. Adjust to separation from family	3	2	1	3	2	1
68. Maintain positive mental health	3	2	1	3	2	1
69. Maintain positive physical well being	3	2	1	3	2	1
70. Recognize and manage stress	3	2	1	3	2	1
71. Locate health facilities	3	2	1	3	2	1
72. Maintain sound nutritional habits	3	2	1	3	2	1
73. Assess effects of substance abuse	3	2	1	3	2	1
Transfer Procedures Skills						
74. Identify and use procedures for transfer	3	2	1	3	2	1
75. Recognize advantages of early application	3	2	1	3	2	1
76. Recognize student articulation rights and responsibilities	3	2	1	3	2	1
77. Locate and compare academic program by institution	3	2	1	3	2	1
78. Recognize and prepare for limited access entrance	3	2	1	3	2	1
79. Identify sources of financial assistance	3	2	1	3	2	1
80. Identify and contact articulation officer for transfer assistance	3	2	1	3	2	1
81. Recognize admission/retention appeals procedure	3	2	1	3	2	1
82. Organize and maintain correspondence file	3	2	1	3	2	1
83. Locate and compare housing options	3	2	1	3	2	1
84. Attend transfer orientation sessions	3	2	1	3	2	1
Environmental Assimilation Skills						
85. Identify academic advisor at university level	3	2	1	3	2	1
86. Maintain contact with academic advisor and other faculty members	3	2	1	3	2	1
87. Identify and contact student support services (placement, co-op and counseling)	3	2	1	3	2	1
88. Identify mentor peers	3	2	1	3	2	1
89. Communicate with mentor peers	3	2	1	3	2	1
90. Identify and participate in organized on campus groups (sororities, fraternities and service)	3	2	1	3	2	1
91. Identify and participate in organized off campus groups (churches and alumni)	3	2	1	3	2	1
92. Recognize and adapt to competitive atmosphere	3	2	1	3	2	1
93. Identify and plan for transportation	3	2	1	3	2	1

MIAMI-DADE COMMUNITY CC .GE/North Campus, 11380 N.W. 27 A .ue, Miami, Florida 33167

ATTACHMENT C: Sample Letter From Robert McCabe to Transfer Students

March 30, 1984

Dear Student:

In cooperation with the School/College Relations Office of Florida International University, Miami-Dade Community College would like to solicit your assistance in complying with the requirements of a Ford Foundation Grant we were awarded. Consistent with national and state concerns regarding the quality of education, the Ford Foundation established a grant program to identify what selected community colleges are doing to prepare transfer students for a successful transition to the upper division. In order to comply with the objectives of our grant, it is essential for us to assess the perceptions and experiences of our former students.

Will you please take a few minutes and complete the enclosed questionnaire. You may mail it in the accompanying postage-paid envelope or you may bring it to one of our representatives on your campus on Wednesday, April 11 or Thursday, April 12 at the following locations:

Tamiami Campus	University House	- Bookstore area	9:00 am-12:00 noon 5:00 pm- 8:00 pm
Bay Vista Campus	Entrance Lobby	- Academic One	9:00 am-12:00 noon 5:00 pm- 8:00 pm

Your cooperation and support of this request are critical.

I would like to extend my appreciation, in advance, for your assistance in completing this questionnaire. I also want to take this opportunity to wish you continued success in your future endeavors.

Sincerely,

Robert H. McCabe, President
Miami-Dade Community College

RHM:aph
Enclosures

Miami-Dade is an equal access/equal opportunity community college and does not discriminate on the basis of handicap.

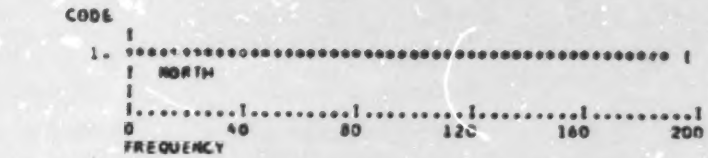
ATTACHMENT D: Student Responses by MDCC Campus and Transfer Location

NORTH CAMPUS ONLY

PRIORITY INDEX FOR CURRICULUM DEVELOPMENT (PICD)

05/29/84 VALID CASES 186 MISSING CASES 0

FROM



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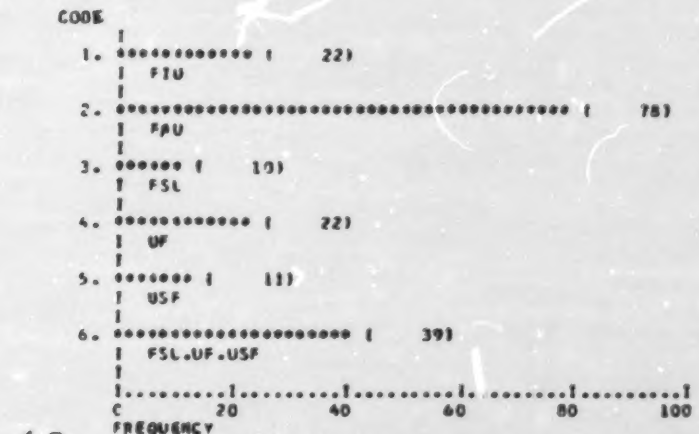

TOTAL MIAMI-DADE

PRIORITY INDEX FOR CURRICULUM DEVELOPMENT (PICD)

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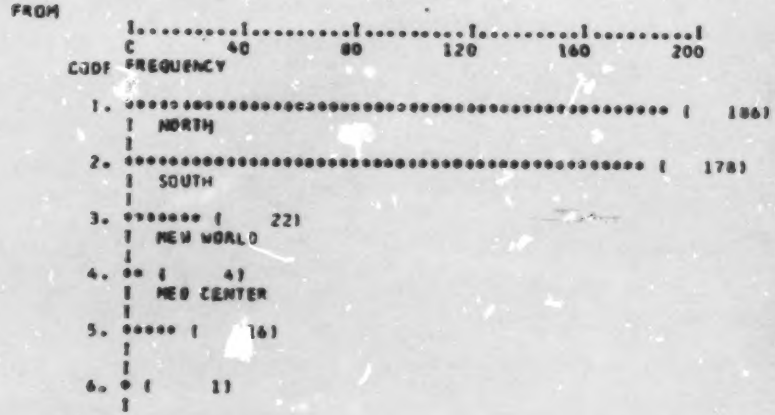
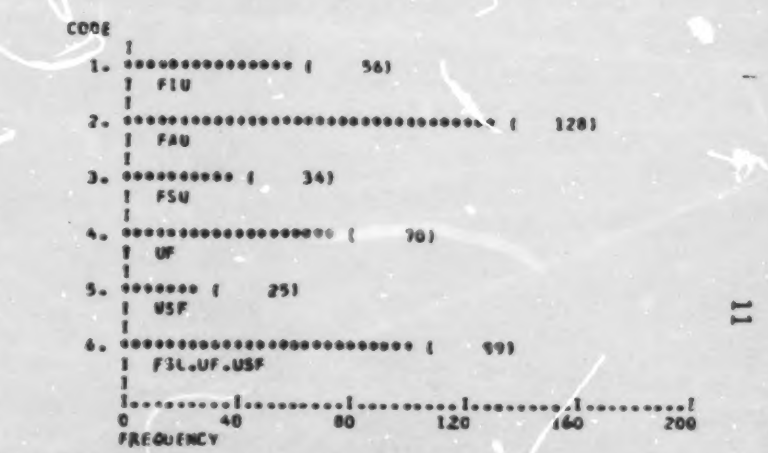


PRIORITY INDEX FOR CURRICULUM DEVELOPMENT (PICD)

05/29/84 VALID CASES 412 MISSING CASES 7

AT



BEST COPY AVAILABLE

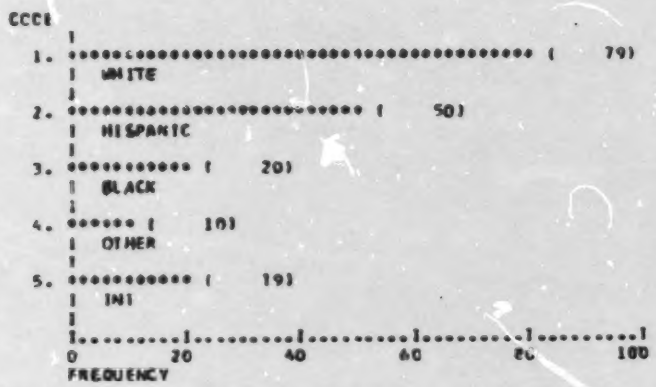
ATTACHMENT E: Student Responses by Race and Sex

NORTH CAMPUS ONLY

PRIORITY INDEX FOR CURRICULUM DEVELOPMENT (PICD)

05/29/84 VALID CASES 178 MISSING CASES 8

RACE



PRIORITY INDEX FOR CURRICULUM DEVELOPMENT (PICD)

05/29/84 VALID CASES 174 MISSING CASES 12

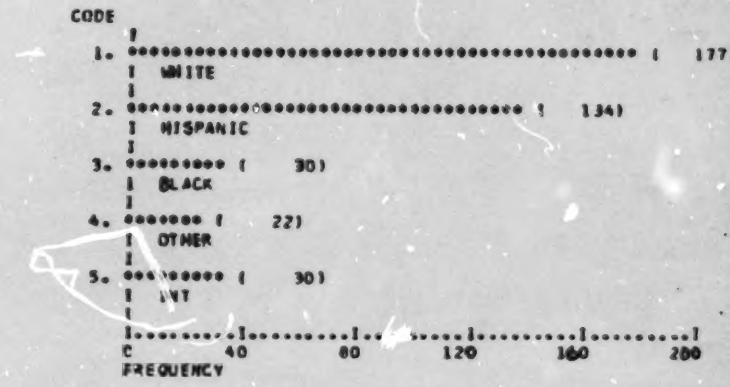
SEX

TOTAL MIAMI-DADE

PRIORITY INDEX FOR CURRICULUM DEVELOPMENT (PICD)

05/29/84 VALID CASES 393 MISSING CASES 26

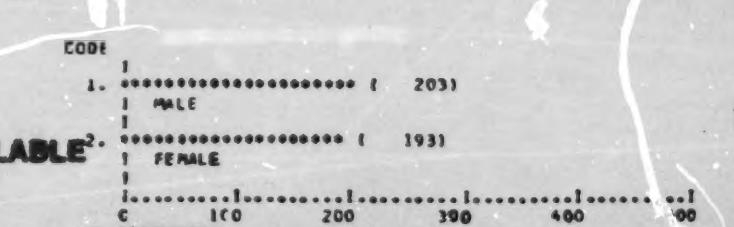
RACE



PRIORITY INDEX FOR CURRICULUM DEVELOPMENT (PICD)

05/29/84 VALID CASES 396 MISSING CASES 23

SEX



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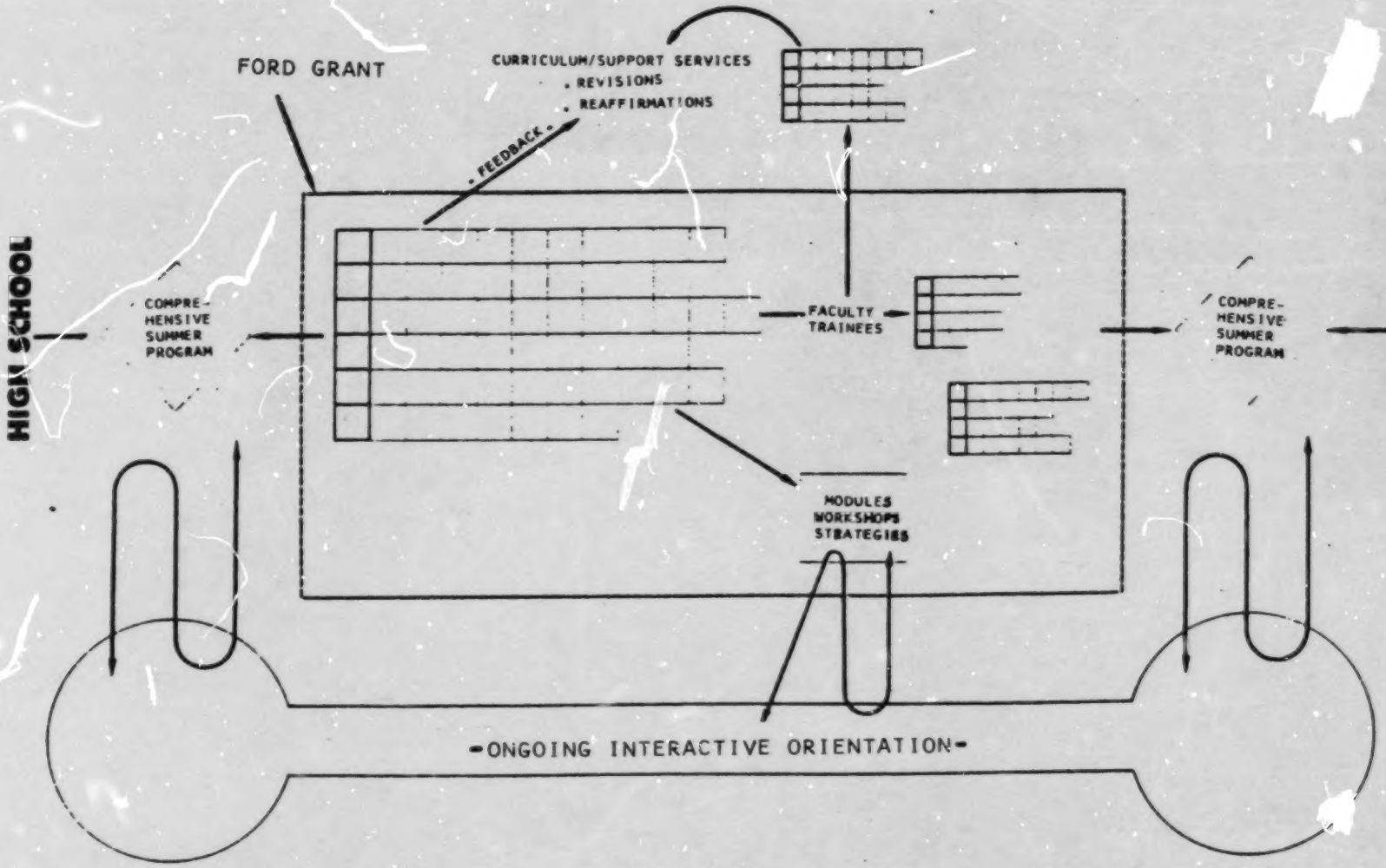
ATTACHMENT F: Barbell Chart



BEST COPY AVAILABLE

THE
SUMMER '84
INSTITUTE
FOR
COLLEGEBOUND
STUDENTS

WHO?

Participants of the program are:
- all students who have been accepted for Fall entry to the college or university of their choice.
- all students who plan to apply to a college or university.
- those college students who would like to be more academically prepared before they go to school.

WHY?

This specially designed program, based on research completed by M-DCC under a Ford Foundation grant, is designed to meet the needs of first time college students by:
- offering students the tools in those areas which have been identified as being most necessary for student success in college.
- providing a practical and useful academic experience for recently graduated high school students during the summer months.
- enabling students to have an early start in their college career.

CAMPUS LOCATIONS

Medical Center Campus
950 N.W. 20 Street
Miami, Florida 33127

Admissions	547-1247
Advisement	547-1285
Financial Aid	547-1248

Mitchell Wolfson
New World Center Campus
300 N.E. Second Avenue
Miami, Florida 33132

Admissions	577-6790
Advisement	577-6714
Financial Aid	577-6786

North Campus
11380 N.W. 27 Avenue
Miami, Florida 33167

Admissions	685-4221
Advisement	685-4421
Financial Aid	685-4328

South Campus
11011 S.W. 104 Street
Miami, Florida 33176

Admissions	596-1101
Advisement	596-1125
Financial Aid	596-1325

Miami-Dade Community College
District Board of Trustees
Daniel K. Gill, Chairman
Jack Kassewitz, Vice Chairman
Garth C. Reeves, Sr., Talbot D'Alemberte, Ileana L. Piña
College President: Robert H. McCabe

Miami-Dade is an equal access/equal opportunity community college and does not discriminate on the basis of handicap in compliance with the Rehabilitation Act, Section 504. The collegewide coordinator for compliance is the Director of Minority Affairs and Equity Programs, 596-1214.

MIAMI-DADE COMMUNITY COLLEGE SPONSORS

THE SUMMER '84 INSTITUTE FOR COLLEGEBOUND STUDENTS

A CREDIT PROGRAM

AT ALL CAMPUS LOCATIONS

OPTION I

SLS 1502
College Study Skills

&

ENC 1034
Problems in English Composition

or

ENC 1131
English Composition I

*Additional writing courses are available.

OPTION II

SLS 1502
College Study Skills

&

REA 1105
College Reading I

or

REA 1106
College Reading II

*Additional courses with a heavy reading emphasis are available.

OPTION III

SLS 1502
College Study Skills

&

MAT 1024
Intro. to Algebra

or

MAC 1102
College Algebra

*Additional advanced Math courses are available.

OPTION IV

ENC 1131
English Composition I

&

MAC 1142
Pre-calculus Algebra

*Additional General Education courses are available.

The above options will provide students with the basic knowledge vital to success in the areas of composition, computations, reading, and overall study skills. In addition, this program will offer college credit which can be applied towards graduation at M-DCC or at most universities a student may plan to attend.

The total program will be a demanding one — one that carries full academic credit. The courses in the program have been selected to provide students a way to better handle their course work at institutions of higher learning. In order to address the individual needs of each person, students may be assessed prior to their registration and placed in the option that best fits their specific needs. (SAT/ACT scores may exempt some students from assessment.)

Alternative course placement may be dependent on assessment scores.

For six weeks, students can take 2 courses. This will require them to attend 3 hours and 20 minutes of classroom each day, Monday through Thursday from June 18th to July 26th. This also allows students to keep their three day weekends and the month of August for themselves. Students who enroll in night courses have a different time schedule and should check with the campus academic advisor for clarification of their times.

- "Summer '84" financial assistance is available. This financial aid will NOT change your Fall 1984 or Winter 1985 financial assistance package. You must file before May 1, 1984, for this special Summer Financial Assistance.
- Tuition for attending the "Summer '84 Institute for Collegebound Students" is modest — less than $150.00. If you qualify for the financial assistance program, the entire amount will be covered.
- Each campus may offer additional courses of interest to students such as psychology, social science, creative arts & languages.
- CONTACT YOUR HIGH SCHOOL CAP COUNSELOR OR M-DCC OFFICE FOR MORE INFORMATION (back of brochure).